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Conductor Tom Dust promises to jazz things up.

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## Opening doors

University students overcome hardships in the pursuit of their passions. A special section on convocation examines ritual and rite.

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## Name that graduand

Kenneth Brown has one chance to get your name right.

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convocation

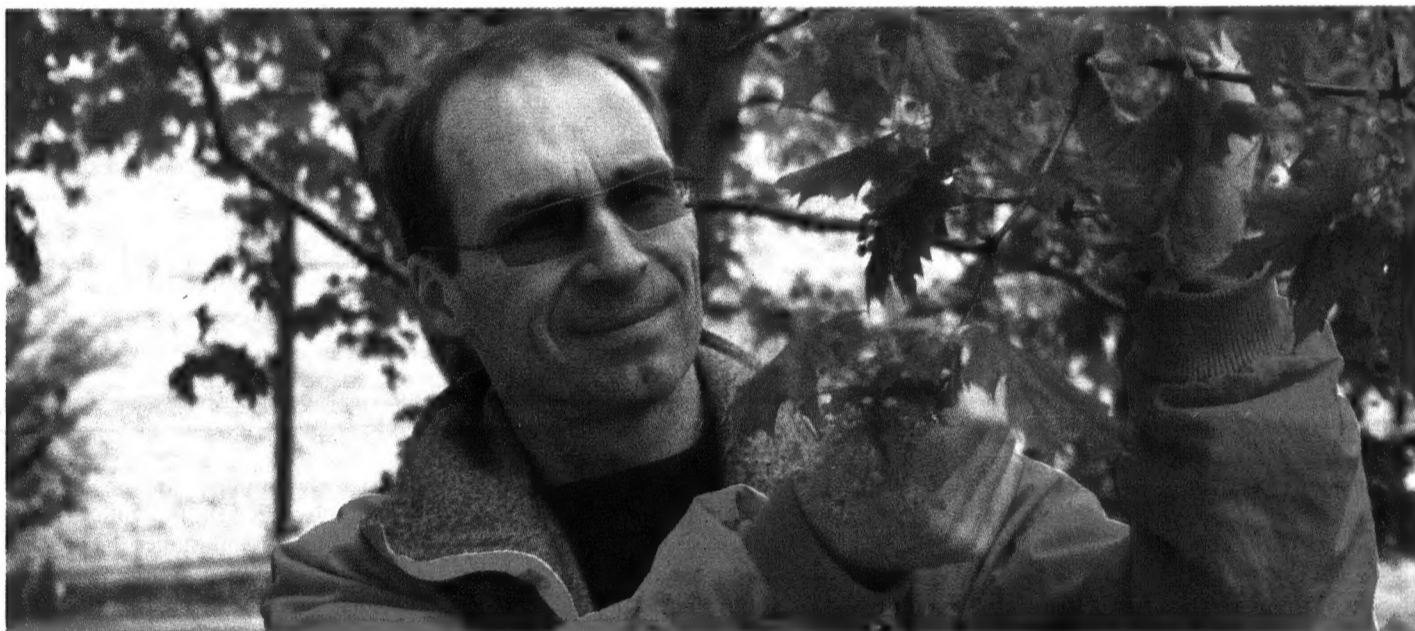
UNIVERSITY OF ALBERTA

# folio

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Dr. Uwe Hacke, a professor in the U of A Department of Renewable Resources, has been named the Canada Research Chair in Tree-Water Relations. His interest is in how the basic structure of wood determines how well a tree can circulate water from root to leaf.

## Canada Research Chairs named

*Researchers probe everything from outer space to nanomaterials*

By Ileren Byles

Interdisciplinary collaboration has been a watchword in postsecondary institutions for years, but no-one's been taking notes on why – or if – it works, says University of Alberta researcher Dr. Anne Sales.

"At the moment, I'd describe it that it's almost to the point of being a fad," said Sales, named Canada Research Chair in Interdisciplinary Healthcare Teams. "There's actually very little evidence on how to work together in teams across disciplines. What tends to happen is people try to put interdisciplinary teams together, and if they work, that's great, but if they don't work, there's very little attempt to understand why."

There's a big difference between doing interdisciplinary research and providing interdisciplinary health care, said Sales, a professor in the Faculty of Nursing.

"The fact is that care is interdisciplinary. No discipline can function in isolation in health care, but how well that works is the question," she said. "If it's working well, ideally, what it should mean is well-co-ordinated care, with little need for the patient and their family to try and figure out and navigate the system of care."

Sales is one of five U of A professors to be named Canada Research Chairs this week, and one of 89 researchers from across Canada to earn the title. The U of A was awarded \$4.3 million of the \$73.3 million awarded nation-

ally in this latest round of funding.

Dr. Uwe Hacke, in the U of A Department of Renewable Resources, is the new CRC in Tree-Water Relations. His interest is in how the structure of wood determines how well a tree can transport water from root to leaf.

"I'm interested in understanding why we see such a variety of wood structure in plants," he said. "The mechanism of water transport in trees is quite unusual. It depends on negative water pressure, which is equivalent to tension. The water in a tree is under great tension and that comes from water being pulled out of the leaves into the atmosphere, while water in the soil is also held by the soil particles."

Hacke is excited about the potential drawing power the chair could have for young, talented researchers. That's a benefit that Dr. Sandra Davidge has enjoyed since being appointed the CRC in Women's Cardiovascular Health in 2002.

"Holding the chair makes a difference because it provides a profile, not only for the public, but also for trainees to come into the lab, to attract the best of the best," said Davidge, who has been re-appointed to the chair and has received \$1.4 million for her research on understanding how aging and hormones affect the function of the heart and blood vessels in women. "Success builds on success and this kind of support really does

play a role in attraction and retention of the best and brightest."

"We're focused on the cardiovascular health of women through their lifespan - the effect of aging, the effects on the cardiovascular system during pregnancy and what is involved in normal adaptations to pregnancy," she said.

"Pregnancy is a fascinating condition. A woman will have a 50-per-cent increase in blood volume, but actually have a drop in blood pressure."

The cardiovascular health of a woman during pregnancy will not only affect her cardiovascular health as she ages, but also the cardiovascular health of her child as it grows into adulthood, Davidge said.

Other U of A researchers to be named Canada Research Chairs are Dr. Aksel Hallin, CRC in Astroparticle Physics, and Dr. Tian Tang, CRC in Nanobiomolecular Hybrid Materials.

Hacke, Hallin, and Tang are also recipients of the Canada Foundation for Innovation Leaders Opportunity Fund, which supplies funding for infrastructure associated with a Canada Research Chair.

"The Canada Foundation for Innovation and Canada Research Chairs Program clearly supports the University of Alberta's vision and leadership in innovation and research," said U of A President Indira Samarasekera. ■

## Folio earns international gold

### Olympics commercial also ranks first

By Richard Cairney

The U of A's Office of Public Affairs has been awarded two gold medals in the prestigious CASE Circle of Excellence Awards, an annual international competition.

*Folio* was the sole gold medallist in a field of 33 international entries in the Print Internal Audience Tabloids and Newsletters category. A U of A commercial broadcast during the 2006 Winter Olympics earned gold in its category, against 32 other entries.

"This is a major accomplishment," said Sandra Conn, vice-president (External Relations). "It is a demonstration of the creativity and professional savvy of our Public Affairs team."

What's informative about the award is the other universities which were also in the running. Here is the breakdown:

#### Gold Medal Winner:

University of Alberta - *Folio*

#### Silver Medal Winners:

Cornell University - *Cornell Chronicle*

Johns Hopkins Medicine - *Dome*

#### Bronze Medal Winners:

Duke University - *Working @ Duke*

University of Pittsburgh - *Pitt Chronicle*

The university's Olympic TV commercial entitled "As Canadians..." tied for the gold medal. The award winners appear below:

#### Gold Medal Winners:

University of Alberta

University of Memphis

#### Silver Medal Winners:

Indiana University Foundation

University of Alaska-Statewide

The commercial, managed by video and multimedia producer Geoff McMaster, featured U of A alumnus and Governor General Award-winning playwright Vern Thiessen as host, highlighting U of A achievements and connecting institutional excellence with national pride.

The commercial was seen by 22 million viewers and can be viewed online at the ExpressNews multimedia video page (scroll to the bottom): <http://www.expressnews.ualberta.ca/multimedia.cfm?cfmocache&type=2> ■

# Grade 8 students learn about liberal arts

Arts and Grad Studies join forces to introduce kids to university

By Caitlin Crawshaw

On an otherwise quiet Wednesday morning, the shaking of maracas, the jingle of triangles and the beat of drums resound from a University of Alberta classroom.

Thirty Grade 8 students from Crestwood Elementary and Junior High School follow along with instructor and U of A alumna Sarah Wolkowski, who plays the melody of popular folk songs from Japan, the U.S. and Mexico on her saxophone.

These students were among several Edmonton schools taking part in Liberal Arts Day, created to demonstrate the diversity of liberal arts disciplines. The event was sponsored by the Faculty of Arts and the Faculty of Graduate Studies and Research and supported by graduate students and professors who taught the mini-courses.

"We really wanted to bring students in,

not to listen to lectures, but to get an idea of what it's like to work in these fields. We're just hoping to give them a brief introduction as they think about these subjects, and as they think about moving into university," said Daniel Grigat, outreach co-ordinator with the Faculty of Graduate Studies and Research.

About 320 students took part in activities representing a wide range of disciplines, creating beautiful music in Wolkowski's World Music Soundscapes class, analyzing the sociological principles behind popular movies, creating lighting effects for drama productions and much more.

According to 14-year-old Andrea Pon, the music class was top notch.

"We did a bunch of stuff with rhythms . . . and playing instruments and that kind of stuff," she said.

"The most fun part was listening to it all come together," she added. "Because you kind of learn each separate part, and they make something cool when you bring them together."

For Pon's teacher, Elaine Dekens, the day was about opening students' eyes to possibility, and learning "that they don't need to be limited by one field, that there's so much in arts."

"Because many of them aren't in music, I just thought this was a really good way for them to have a good taste of what music is like, and rhythm. I really liked the



Sarah Wolkowski teaches a group of Grade 8 students during Liberal Arts Day.

way they talked about different songs and where they originate from too. I think it was very good for them."

The day was educational for Wolkowski as well. The U of A instructor in woodwinds technique said the class was somewhat experimental.

"It was kind of an experiment, actually, trying to figure out ways of making more traditional westernized instruments work with percussion instruments and different things that are often found in ethnomusicology," she said.

Her experiment must have been suc-

cessful. By the end of only an hour's time, an entire class of students created an orchestra of sorts, providing the accompaniment to Japanese folk song Sakura Sakura, U.S. classic Jingle Bells and Mexico's Cielito Lindo.

Ultimately, the class was about "opening their ears a little bit to other music," said Wolkowski.

"I just hope they had fun, I hope they enjoyed it. These are very popular folk songs from around the world - so I hope they will be able to place them when they hear them again," she said. ■

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folio

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## National award for aboriginal language preservation

Institute attracts students and teachers

By Dawn Ford

A University of Alberta indigenous languages revitalization program is being recognized nationally for its excellence in aboriginal education.

The Canadian Indigenous Languages and Literacy Development Institute (CILLDI), a partnership between the faculties of Arts, Education and Native Studies, has won a Canadian Centre for Learning's Sharing the Flame award of excellence, one of six in aboriginal education awarded in Canada.

Dr. Heather Blair says the institute she co-founded "is being honoured for promoting three key aboriginal learning principles based on place, spirit and Aboriginal language."

Blair will be one of three of the institute members attending the awards ceremony and national conference in Ottawa June 12 and 13.

"This is a pivotal moment not only for our institute but for aboriginal people throughout Canada as CILLDI looks forward to national attention and expansion," she added.

With a mandate to preserve endangered languages by developing research skills, language expertise and teaching resources among the speakers of the languages themselves, the institute is an intensive summer

school that focuses on training aboriginal speakers and educators in aboriginal languages, linguistics, curriculum development, research and second language and immersion teaching methodologies.

This summer, the institute is offering its 8th summer program, bringing together native elders, community members, academic staff, undergraduate and graduate students, community-based language teachers, policy makers and children - the latter of whom are a key in the future of language preservation.

"The youngest speakers of any indigenous languages in most of western and northern Canada are in their 40s or 50s - it's one thing to preserve an active living language and another thing to have to retrieve it if there are no speakers left," said Blair.

Each year 15 children, the offspring of the students or elders who attend the courses, are accepted into its Cree Immersion Day Camp.

"We developed this immersion camp as a place for children to learn Cree but also as a place for our adult university students to observe immersion teaching in action and do some practice teaching," said Blair, who defines immersion as teaching in the

language and through the language.

Activities through the summer institute include courses, community theatre, an elders' program, workshops and symposia, cultural practices such as drum songs, prayers, sharing circles and sweet grass ceremonies.

The institute has spearheaded the development of an Aboriginal Languages Instructor Certificate with universities and tribal colleges throughout Alberta.

"This certificate, which we hope will be implemented province wide in 2008, will provide increased credentialing and professional development opportunities for aboriginal languages instructors," said Blair.

The institute also has a new bursary program which includes tuition, travel, accommodations, meals and books for students from western and northern Canada.

Funded by Human Resources and Social Development of Canada, the Canadian Centre for Learning's Aboriginal Learning Knowledge Centre is a consortium of more than 80 organizations and individuals from across the country working together to improve aboriginal learning in Canada. ■

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# No mountain too high

*Master's degree a milestone in refugee's epic journey*

By Richard Cairney

Every one of the 8,000 or so students who convocate this spring are at the end of a long road and the beginning of another. But for Thu-Ha Nyugen, the milestone represents the end of a journey she has literally risked her life for.

Nyugen's family fled Hanoi in 1954. Vietnam was in the process of being divided into the communist north and democratic south and her father had spoken out publicly against communist policies encouraging children to act as government informants in their own homes. The repercussions were immediate: word began to circulate that the family had been targeted by the police. That very night, Nyugen's family fled to the coast, boarding the last ship sent by the U.S. to ferry refugees from the north to Saigon, in the south.

The family gave up its considerable business interests and lived a spartan life in Saigon – Nyugen's parents went from running a number of businesses to selling textiles and driving a taxi. Nyugen stayed at home to care for her siblings and didn't attend school until she was nine.

American forces fought against the communist north in Vietnam from the mid-1960s until 1975. When the U.S. troops left the country, Saigon fell and Nyugen's family faced an uncertain future under Ho Chi Minh's communist regime. Everything changed. Nyugen had earned a bachelor's degree in science and was working towards her Master's degree at the University of Saigon, when political education classes became part of the curriculum.

When Nyugen asked questions in those classes about Ho Chi Minh – that she'd heard the communist leader would kill 100 innocent people before allowing a single enemy escape – her family was investigated. Nyugen was eventually told she wouldn't be able to write her final exams for her master's degree because she'd missed five hours of political education classes.

Her embitterment grew. Nyugen began teaching high school and again ran afoul of the regime. Because she instructed her students to be honest with themselves, Nyugen was asked if she was secretly working for the CIA.

The family decided to flee the country. After several thwarted attempts, Nyugen and another 500 refugees made it onto a boat with a capacity for a little more than 300 people. The captain and crew appeared unable to even read nautical maps. Six



Thu-Ha Nyugen began a long, difficult journey in 1975 when she fled Vietnam. She convocates this spring with a master's degree in Public Health Sciences.

times the ship was attacked by pirates who robbed the passengers of whatever money and jewelry they had.

When the now penniless refugees were raided a seventh time, the pirates rammed a hole in the ship's hull, leaving the vessel and its emaciated passengers to sink. For days, the passengers worked to bail water from the ship, until a German research vessel came to the rescue.

Nyugen's next stop was a refugee camp in Malaysia, where police "found all kinds of reasons" to torture Vietnamese refugees, and raped the women. Fortune smiled on Nyugen when representatives from the Canadian government interviewed her and allowed her to enter the country as a refugee.

"I arrived in Edmonton at the end of September, 1975, with a pair of jeans and a blouse, and the government gave me \$10," she said.

Nyugen found a job at a local restaurant and took English classes, then found work as a darkroom technician. She began enrolling in courses at the U of A's Faculty of Extension, when she could afford to. Between 1986 and 1989, she earned a certificate in computer and business data processing.

She worked at Access Television until 1993 and then joined Alberta Health, where

she now works as a data analyst, sifting through provincial health reports to spot trends like flu outbreaks and so forth.

In 2003, Nyugen began to work part-time towards her master's degree in public health sciences.

Every step of the way, as she improved her own circumstances, Nyugen slowly managed to bring seven members of her family into Canada. She lives with and cares for her mother, who has Alzheimer's disease, and her sister Mai, born with Down syndrome.

Nyugen says her story is all too common among the Vietnamese who fled their homeland. But the community has historically suffered in silence, keeping hardships under Vietnam's communist regime and the inhumane conditions of refugee camps, as dark secrets to protect their own families.

With the last of the so-called Boat People refugee camps closed, Nyugen feels it is important to tell these stories, in the hope that others will be inspired by the strength of the human spirit.

"It doesn't matter how hard life gets – you have to keep trying," she said. "You have to keep your goals in mind. People need to build up their lives and look forward to the future, to a bright future, and

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**"It doesn't matter how hard life gets – you have to keep trying. You have to keep your goals in mind. People need to build up their lives and look forward to the future, to a bright future, and remember to give back to their community."**

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– Thu-Ha Nyugen

remember to give back to their community. You do that in different ways: one, by being a good citizen – keep in mind that honesty is the light that guides us all, so be honest with the people around you, be honest with your community."

"I have had many offers to go and work in the U.S. and I've turned them all down because I've received so much from this country. I will stay here until I die. I'm happy with what I've done. I am a good Vietnamese-Canadian citizen." ■

# Crossing the university threshold

*Prominent faculty members reflect on what the university's most important rite of passage means today*

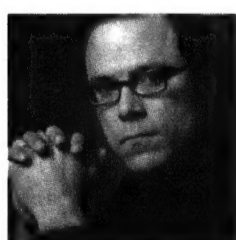
By Geoff McMaster

Convocation is emblematic of the reason the university exists. As much as donning the academic robe represents the culmination of academic or professional training, it also marks a recognition of substantial self-transformation and a launch into what some might call "the real world."

Just what this launch means, however, changes over time as the world changes. So we asked a few professors from a range of disciplines to tell us what they think university graduation means, or should mean, in this day and age.

**Dr. Timothy Caulfield, professor of health law and Canada Research Chair in Health Law and Policy**

It has often been said that learning to learn is one of the most important life skills – but in today's world of information overload it is a truism that has grown increasingly relevant. The production, analysis and synthesis of information are occurring at a breathtaking pace,



and it seems certain that this trend will only accelerate.

More significant, I think, is the ease with which this information can be accessed.

What used to take days of digging in a library can now be done almost instantaneously via a Web search. This means that the ability to critically synthesize a wide variety of perspectives, to find meaning in the avalanche of data, will be critically important to success in a wide variety of pursuits.

Ironically, I believe the information age has made the basic university education more important than ever. We can never learn it all. But university provides a unique opportunity to gain an exposure to art, literature, history, scientific principles and philosophical perspectives that become the foundation for future learning and critical analysis.

**Dr. Patricia Demers, English professor, president of the Royal Society of Canada**

Convocation is a pivotal or, as some would argue, threshold moment. It's a time to consider the intellectual, emotional, and social distances travelled since high school and to acknowledge the people – parents, siblings, relatives, friends, professors – who have helped us make our way.

Convocation is a special time for the university too. As a community we assemble to welcome graduates and to affirm what knits us together, making us a university, not a multiversity, linking faculties and disciplines, ages and personalities.

In concert we celebrate the responsible freedoms of the life of the mind. The degrees earned are much more than paper credentials, we believe. My own wish for today's graduates is that they would share common interests which overarch disciplinary specializations. Among these interests I'd put a commitment to the making of a social world and of a deliberative community to think critically about it.

If the degrees conferred today are truly enabling passports, then convocation itself commissions graduates to continue on the path of reflective citizenship. Such a responsibility, using the ready and tested equipment of curiosity, alertness, and comparative analysis, promises to create a richer, because more truly democratic, society.

**Dr. Stan Boutin, biology professor, discovered first link between the behaviour of an animal species (squirrels in the Yukon) and climate change**

University convocation symbolizes the beginning of a transfer of responsibilities. Managing the state of our planet will pass from my generation to today's graduates. All indications are that they are starting with an economic future that couldn't be more rosy.

This prosperity, though, has brought with it some liabilities that need to be on the radar screen. These come in the form of substantial erosion of our natural capital, which embodies the often over-looked, but fundamental,

Continued on page 4 ►

# Breaking cultural barriers

*Project finds ways to attract aboriginal students to nursing*

By Richard Cairney

Lisa Bourque-Bearskin earns her master's degree in nursing this spring, marking yet another remarkable turn in a remarkable journey. Born of Cree and Métis decent, and having felt the sting of discrimination in the health care system, Bourque-Bearskin's capstone project fittingly deals with recruiting more aboriginal students into nursing.

Bourque-Bearskin's own interest in healing was born out of necessity. When she was just 15, her mother, a victim of domestic violence, was beaten badly and hospitalized.

Bourque-Bearskin, her grandmother and her four brothers, the youngest of whom was born with Down's syndrome, made daily treks to the hospital. The children were stricken with grief but fortified by their grandmother's knowledge of traditional healing.

"The positive side of that was I learned so much about my grandmother's traditional healing practices. I learned the value of Indian medicine and its importance to healing," she said. "I saw the nurse providing physical care but my grandmother's care was all-encompassing. It was her medicine and her prayers – and I was able to see my mom heal more from that than the care she was getting and to me that was what made me want to be a nurse – seeing how effective my grandmother was."

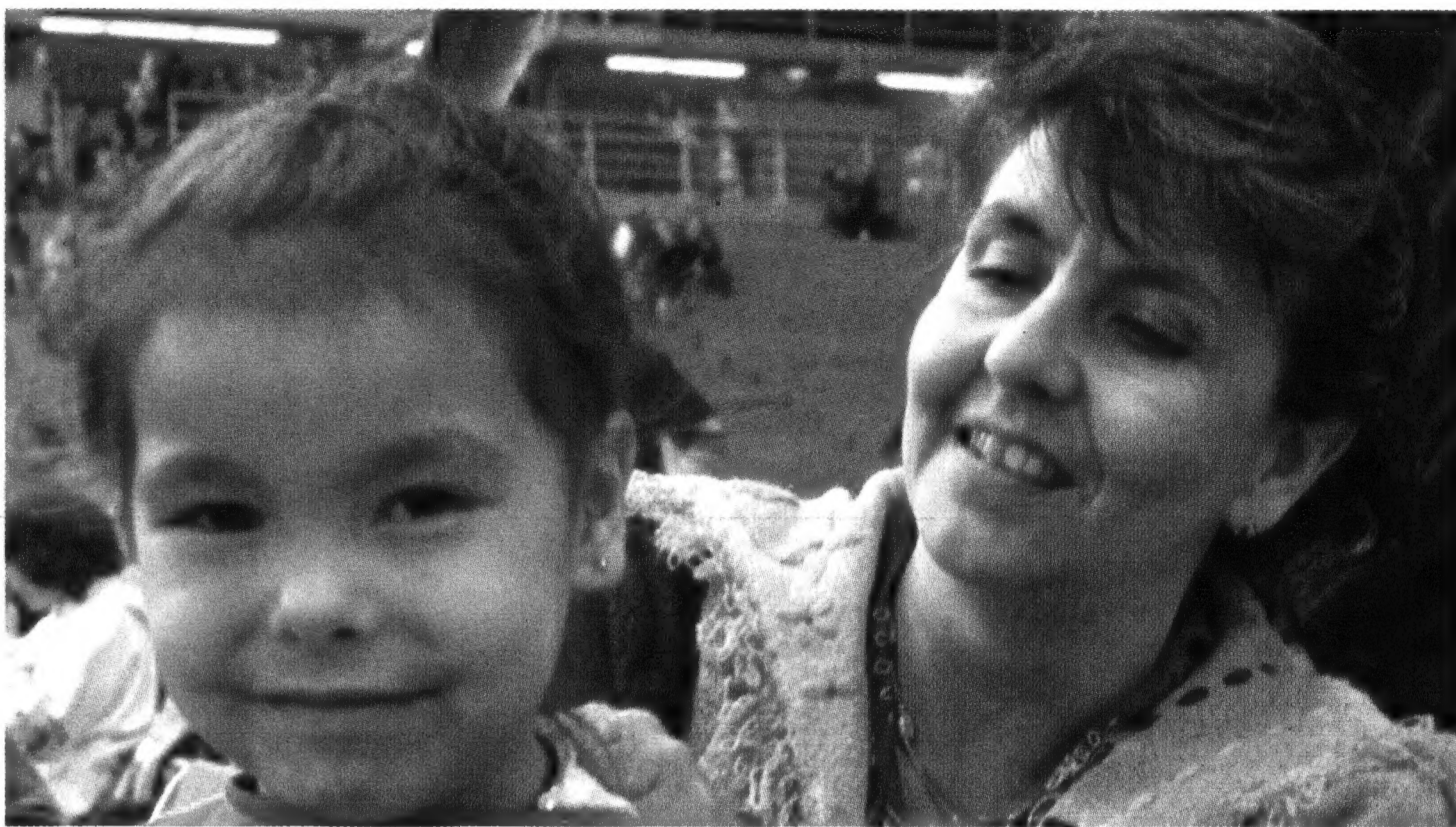
And yet, the medical establishment objected to such treatments.

"Granny would pick her herbs and boil the herbs and give them to my mother and do a smudge and say her prayers. And we got kicked out of the hospital a bunch of times for doing that."

"We were asked to leave and we were told we were harming her, so we learned to manipulate the system so we could do what we needed to do – whether that was me watching six at the door or going out and creating a diversion somewhere else so the nurses wouldn't come to my mom's room. I didn't realize how important that experience would be to me."

Bourque-Bearskin earned her nursing degree at the U of A in 1995 and worked as a community nurse for Health Canada at the Paul Band and in the Hobbema area. She taught nursing in a pilot aboriginal nursing training program run at Hobbema and moved with her four children to Iqaluit, Nunavut, to teach nursing at the Nunavut Arctic College before returning to the U of A in 2004 to work as a sessional instructor and work towards her master's degree in 2005.

While taking U of A nursing students to field placements in Edmonton hospitals, Bourque-Bearskin again saw discrimination between health-care workers and aboriginal patients. In one case, an aboriginal AIDS patient was told he'd contracted a



Lisa Bourque-Bearskin has felt the sting of discrimination and has taken it upon herself to smash stereotypes, help recruit aboriginal students to nursing and ultimately provide aboriginal communities with culturally appropriate care.

dangerous type of bacteria and was confined to his room, when in fact he had tested negative for the bug several times. This kind of experience brought old memories flooding back to Bourque-Bearskin.

"After that, I just thought, 'I'm going to school full time.'"

Bourque-Bearskin says a graduate course she took on indigenous research methodologies through the Faculty of Education's Indigenous Policy Studies Department revitalized her interest in her culture.

One of Bourque-Bearskin's research projects, funded by the U of A-based ACADRE Network, was a study of awareness of aboriginal culture among U of A nursing students. Using a native talking circle as her format, Bourque-Bearskin interviewed 14 aboriginal and non-aboriginal students, from undergraduate to graduate student levels.

She found aboriginal students faced unique challenges in the classroom and in clinical settings. There were derogatory remarks made about aboriginals, who were stereotyped socially and physically, for health conditions they sometimes face, such as diabetes.

"The assumptions are that they've all got diabetes and their kids don't live with their moms."

Bourque-Bearskin noted that while nursing students are given case studies regarding patients with a variety of ethnic backgrounds, those studies exclude cultural issues.

"It's such a simple fix," she said. "We've got the curriculum there. And the gap is universal – it's there for all cultures. The culture is the missing piece."

Bourque-Bearskin's capstone project is a 60-page document entitled *Gaining Wisdom and Enhancing Relations: the Faculty of Nursing – Aboriginal Student Access and Success Program*.

"The whole project is building on the successes of other aboriginal nursing programs. So, what the Faculty of Nursing was able to do was to create a forum in collaboration with community stakeholders to gain input and develop partnerships that would enhance the recruitment and retention of aboriginal nursing students and ultimately improve the health of aboriginal communities because they will deliver health-care services that are more culturally appropriate," she said. "We need to provide culturally safe care. My whole philosophy was that we grow our own care givers."

The document outlines ways to incorporate aboriginal culture into the curriculum for nursing students. It's also clearly aimed at finding ways to increase aboriginal enrolment in the Faculty of Nursing, a goal which Dean Beth Horsburgh is actively pursuing.

It's also in keeping with Bourque-Bearskin's own concern for aboriginal nursing – she serves as director of the Alberta chapter of the Aboriginal Nurses Association of Canada.

**"Granny would pick her herbs and boil the herbs and give them to my mother and do a smudge and say her prayers. And we got kicked out of the hospital a bunch of times for doing that."**

– Lisa Bourque-Bearskin

Edmonton, Bourque-Bearskin points out, has Canada's second-largest aboriginal population, and it's growing. It is estimated that within 10 years, 44 per cent of the city's population will be aboriginal.

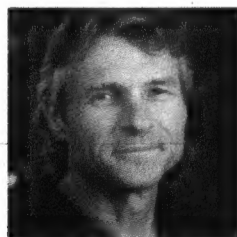
"We need to teach our nursing students about the aboriginal social and cultural history," said Bourque-Bearskin. "We have to stop victim-blaming – 'Oh, why don't those people just learn to take care of themselves.' People need to understand the effects of residential schooling and assimilation and the intergenerational effects it is still having before we can move on. This is important to everyone."

"I think we are at the transition point now. The future of Aboriginal health will only strengthen. It is through this learning of language of our songs and our stories that the Aboriginal voice and indigenous knowledge will be revitalized." ■

## Reflections

► Continued from page 3

economy of goods and services provided by our environment. Some unintended consequences are that we, as Canadians, now worry about finding enough drinking water to meet our needs and have the responsibility



of managing some of the last great tracts of intact forest in the entire world. Human-induced global warming will be an ever-present risk that will shape all aspects of the world we live in.

Graduates will need to combine all of their training with life-long learning to provide the broad perspective necessary for their generation to produce an environmental,

social, and economic balance sheet that you can proudly pass on to the next generation. Our planet depends on it.

**Dr. Margaret-Ann Armour, associate dean of science for diversity and co-founder of Women in Scholarship, Engineering, Science and Technology (WISEST)**

It is always a proud moment to watch students cross the stage at convocation and see the sense of achievement on their faces. Having been involved for a number of years in programs encouraging young women into the sciences and engineering, I am particularly pleased to see many young women graduating with degrees in these fields. As I consider what today's graduates need as they move into the world of work, I think particularly of these young women. I know

that during their undergraduate years at the University of Alberta, they have gained technical knowledge which is second to none.



But what else do they need to have successful, satisfying and fulfilling careers? More and more we are introducing teamwork into undergraduate courses; knowing how to be a good team player, and therefore to be able to communicate ideas and results effectively, is essential in today's workplace.

I hope that their university education has allowed graduates to build a network of friends and mentors. These are the people

who can share the informal learning which is so important during a lifetime, but especially at the beginning of a career. However, I believe that one of the most important things we can do for students during their university years, especially young women in what are still non-traditional fields, is to enable them to become part of a small group of like-minded learners with whom they can continue to share and develop their values and philosophy.

**Dr. Jillian Buriak, engineering professor and winner of 2007 Steacie Fellowship Award for her research in nanotechnology**

Today's problems are so multifaceted that our graduates require both global and local perspectives to come up with solutions. It used to be that one could dig

# Learning by teaching

## Fort McKay placement a journey of discovery

By Richard Cairney

Some students love a challenge. When Stephanie Wiebe and Patricia Richards were planning their final teaching practicum placements, the Faculty of Education students wanted something out of the ordinary.

They asked to fill two practicum positions at the Fort McKay School in northern Alberta. The challenge lay not only in the school's remote location, but also in issues the community of Fort McKay itself grapples with. Substance abuse in the community plays out in behavioural problems and learning disabilities at school.

Wiebe, from Carlyle, Sask., has earned her education degree with a minor in special education, and felt the Fort McKay School would allow her to grow. It worked. Wiebe grew so much that the school offered her a job. She's still in Fort McKay, working with students who have learning difficulties. In September, she'll begin teaching a Grade 3-4 split class, full time.

"Who knew that coming up here would be the best thing I'd ever done?" Wiebe said. "I wasn't sure how it would go, I had some reservations about it."

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**"My goal was for every student to have a great day every day, to make school a place they want to come to."**

---

—Stephanie Wiebe

But she thrived, working with students in a Grade 1-2 split class.

"I spent most of my time in a 'regular' classroom – it was very inclusive. It had the special needs kids in there, but it was a typical classroom because no classroom is going to have no kids with special needs," Wiebe said. "I loved that it was so inclusive – some kids would get pulled out on a regular basis to do their own stuff, but they come back in and are integrated."

"It's fun to see the special needs students – not your quote-unquote 'normal' child – being able to experience the same things as every other kid."

Richards, who grew up in the Caribbean island nation of St. Vincent, moved to Canada to work as a nanny before enrolling at the U of A. She wanted to experience teaching in a setting she hadn't been in before.

Richards's previous teaching practicum was in an Edmonton high school. "It was almost a perfect classroom," she said. "The kids were all really well behaved, there were hardly any classroom management issues, it was almost too good to be true . . . I wanted to see another perspective."

She describes the Fort McKay School as



Greg Halliwell Photography

Stephanie Wiebe and Patricia Richards chose to travel north to Fort McKay School for their final teaching practicum. There, they learned from both the teachers and the students. The placement is funded by Syncrude Canada.

"the extreme end of the continuum."

"I feel I have actually experienced what my education program can offer me. Some of these kids have so many problems, not only in school but out in the community as well, and their lives aren't that great. You see it in the classroom, and you can really help kids who need help. It gives you a really great feeling."

"All kids deserve to have greatness expected of them," Richards added. "This community is rich in land and culture, and that richness is also found in their children. You can see it, waiting there to be discovered."

Wiebe is equally passionate about the youngsters.

"You fall in love with these kids,"

said Wiebe. "Making a difference in their lives is a challenge I've taken on. My goal was for every student to have a great day every day, to make school a place they want to come to."

And both give credit to the parent volunteers at the school and the dedication of the teaching staff.

"They are amazing. All the staff members live in Fort McMurray and they put in a 45-minute drive one way, every day. They have great attitude; it is just like one big family. They really made us feel part of the team."

Wiebe says there wasn't one single thing or event that convinced her to take a job at Fort McKay. Rather, it was many little things that impressed her.

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**"All kids deserve to have greatness expected of them."**

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— Patricia Richards

"It was a bunch of things," she said. "Seeing how much these kids need people who really care, and the staff are people I love to hang out with and be a part of their team. It's a great environment." ■

## Reflections

► Continued from page 4

deeply into one issue, and solve it from the inside out – the silo approach to thinking.



that was much less general, and perhaps unimaginable, in the past.

Take energy, for instance. We are facing global energy issues and demands that affect every single individual on the planet. One person's use of energy in one place can place restrictions on the life of another elsewhere, either through politi-

cal instability (war), pollution, lack of availability, or others.

These connections are also visible in research, as exemplified by the field of nanotechnology, which now lies at the forefront of everyone's imagination. Why? Simply because this field sits at the boundaries of science and engineering, and we are solving critical problems, such as energy issues, in a collaborative manner, together. Nanotechnology is allowing us to speak the same language, although we come from different research silos.

It is this interconnectivity of disciplines that will lead to solutions for interconnected, complex problems, such as the development of clean, cheap energy for humanity.

**Dr. Dave Kahane, professor philosophy and winner of the 2006 3M National Teaching Fellowship**

University students graduate into a world that faces tremendous ecological, social, and political challenges – a world that badly needs their critical skills, their abilities to collaborate, their intercultural



adeptness, and their discipline-specific knowledges. Graduates also emerge into a world, though, full of invitations to shut out the suffering of others as well as the implications of our day-to-day choices for the life prospects of others.

I hope that somewhere in their university careers, our graduates have found invitations not only to reflect on their responsibilities as global citizens, but to experience the pull of service, and to recognize the internal and external forces that can pull us away from service. The capacity that the world most requires of us, I think, is our ability to remain open to the fullness of what's around us, including the suffering around us; it is out of this kind of engagement with the world that we discover the roots of both service and joy in our lives.

Perhaps in looking back on their university experiences, our graduates can help us to see where the university is managing to support this crucial aspect of a humanistic education, and where we could do more. ■

# Playing in the pit

*The Convocation Orchestra pulls out musical touchstones, with a few twists*

By Richard Cairney

Music professor Tom Dust has only been serving as conductor of the Convocation Band since 2005, but he's already had one illustrious moment – he climbed out of the orchestra pit and onto the stage to greet his wife, Laura Jane Dust, after she'd earned her master's degree in secondary education.

And he stirred sports fans last spring when the Edmonton Oilers were in the Stanley Cup playoffs. After the last of the dignitaries left the stage, Dust struck up the band, with a spirited rendition of the Hockey Night in Canada theme music.

Anything's possible at the ceremonies, Dust says, because it's important to play traditional convocation music, but it's also important to entertain and play to the audience.

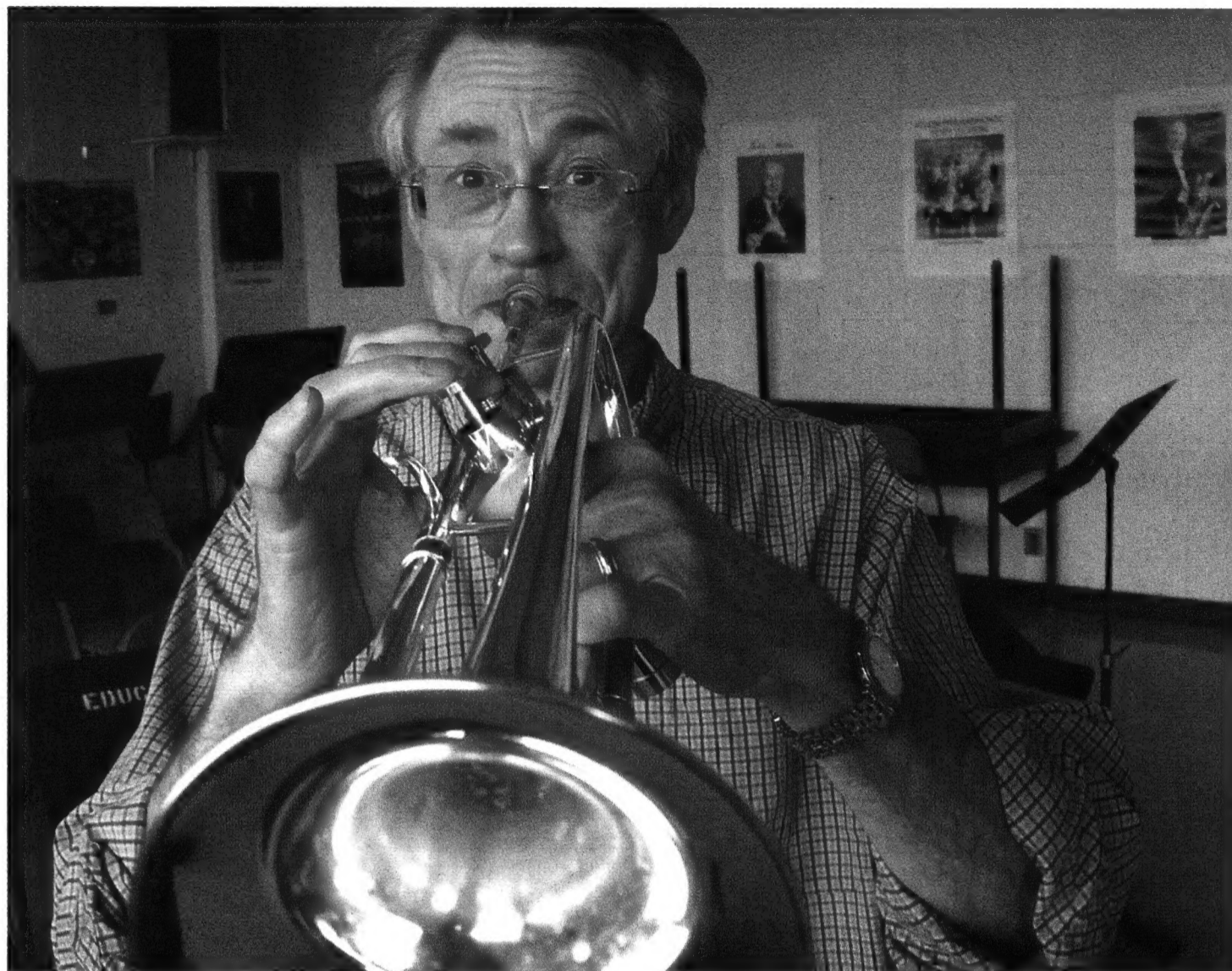
"I do try to switch things up, depending on the crowd, and I try to pick up what's going on in the community. We played the Hockey Night in Canada theme several times last spring and it drew cheers," said Dust.

This spring, jazz saxophonist PJ Perry will be awarded an honorary degree June 12. You can bet the band – a group of 18 musicians led by Dust – will be on its toes.

"I might possibly find something in the jazz vein that we could play during the preamble," said Dust. "The band is fabulous – it is easily the best band I have ever conducted. The musicians are the best in Edmonton and that makes them very good because Edmonton has a very high standard of musician available. A number of them are members of the Edmonton Symphony Orchestra wind section and others are wind professors here – William Street plays in the band and is our sax professor here at the U of A. So these are just the best people we can possibly get."

"The band doesn't play jazz, but PJ is a fabulous musician so I think our pride will be on the line. Professional pride will take over. With any show that musicians perform over and over, you can get stale, but these are professional musicians. When something's happening like PJ Perry getting an honorary degree, I think they'll step it up and be at the very top of their game."

There is a language to the music the orchestra performs. Just before the platform party makes its way to the stage, the orchestra plays the U of A Cheer Song, as



Education professor Tom Dust says the U of A needs more music at more campus events – songs help create spirit and a sense of event. That's his goal in conducting the U of A Convocation Band.

a signal to the platform party that they're about to make their way on stage.

The next piece of music, of course, is Elgar's *Pomp and Circumstance IV*. The song has become a traditional piece of music for convocation ceremonies because a clever conductor at Yale University played it when Elgar was awarded an honorary degree in 1905.

"That was kind of the beginning of this *Pomp and Circumstance* craze. It hadn't been performed in North America prior to that time."

The march, which was first performed by the Liverpool Orchestral Society in 1901,

simply caught on, Dust says.

"I like it for its tunefulness, for its regality," he said.

But he's certainly willing to lead the orchestra to other musical touchstones.

"I try to make it a blend of sort of traditional band music, but I'm also trying to update the repertoire including some newer arrangements – we have *Star Wars* themes and John Williams hits, and I am going to try to get out and purchase *Pirates of the Caribbean*," he said.

"Most people in the audience won't know the traditional band repertoire, so I am trying to put in some music the

**"We played the Hockey Night in Canada theme several times last spring and it drew cheers."**

–Tom Dust

audience will recognize, everything from marches to classical transcriptions originally for orchestras to band originals and movie themes." ■

## A gift of wisdom

*The words of honorary degree recipients continue to inspire*

By Caitlin Crawshaw

Despite the fact that the University of Alberta didn't have any students graduating in 1908, a convocation ceremony was held to mark the dawn of the institution.

A creative solution made it possible: 364 graduates of British and Canadian universities were invited to join a convocation ceremony at Edmonton's opera house (now the Princess Theatre) on Oct. 6, 1908.

At the inaugural event, founding president Henry Marshall Tory spoke candidly of the university's mandate of providing education for all people.

"In many of the older universities men of merit were deprived of the privileges which they offered sometimes by creed or class legislation," he said. "The modern state university has sprung from a demand on the part of the people themselves for intellectual recognition, a recognition which only a century ago was denied them. The result is that such institutions must be conducted in such a way

as to relate them as closely as possible to the life of the people. The people demand that knowledge shall not alone be the concern of scholars. The uplifting of the whole people shall be its final goal. This should be the concern of all educated men, it be never be forgotten."

Nearly 100 years later, convocation remains a deeply meaningful event to graduands and university leaders. Each year, some of the world's most influential people are invited to campus to share the experience, and to be recognized with honorary degrees for their contributions. Long after they've graced the convocation stage, their words continue to inspire the university community.

### Desmond Tutu

(South African Archbishop Emeritus, received honorary doctor of laws in 2000)

"Although we are human and so are all capable of extraordinary evil, we also

have a remarkable capability for forgiveness and good. God made us to be good."

### Mother Teresa of Calcutta

(Received an honorary degree in 1982)

"I never forget one day I was walking down the street in London and I saw a man sitting. He looked so lonely, so unwanted. His face was so disturbed. So, I went close to him and I took his hand – and my hands are always very warm – and the man said, 'Oh, after such a long time I feel the warmth of a human hand.' And his face changed. There was a big smile on his face. His eyes were again full of life, full of joy. Such a small, small thing – just a shaking of a hand for a few minutes, but it brought new life, in the life, his life."

### Prince Charles

(Received an honorary degree in 1983)

"Life is full of mysterious paradoxes,

but one of the most extraordinary is that attested to by some of those who have undergone the most extreme spiritual and physical suffering during their imprisonment, but who have also experienced a fulfillment of the soul, undreamed of by people who have not experienced captivity. From this paradox we learn that it is through such individual awareness of the inner voice, and through the faith which this engenders that the essence of totalitarian rule can in fact be undermined – in the sense that totalitarianism relies on a belief in the unlimited power of external circumstances, which supposedly direct man's inner world. If there is the very real possibility that the physical world is subject to the spiritual forces of the human soul then there is indeed hope for those who lack the individual freedoms we experience under the law."

Continued on page 7 ►

# The man of a thousand names

Local performer finds life after theatre on the convocation stage

By Richard Cairney

Kenneth Brown winces as he recalls apologetically to “the entire African continent” for mangling the name of a graduand during convocation. It’s not a good feeling, he says, especially when you’re so very aware of how important the day is to each and every family in the audience.

“I remember when I got my master’s degree, the person announcing the names so mangled my middle name that my parents have never forgiven her,” said Brown, the official orator for all of the convocation ceremonies on campus. “So you really want to do your very best to get it right.”

Fortunately such gaffes don’t happen often for Brown. He’s been doing this gig for eight years, has a system in place, and now almost always gets it right. If he sees even a fairly common name like Megan, he’ll never make assumptions. He’ll ask if it should be pronounced with short or long first vowel.

“I tell you, there are very few names I haven’t seen now after all these years, many thousands of them. I’m much better at pronouncing Chinese names than I ever thought I would be.”

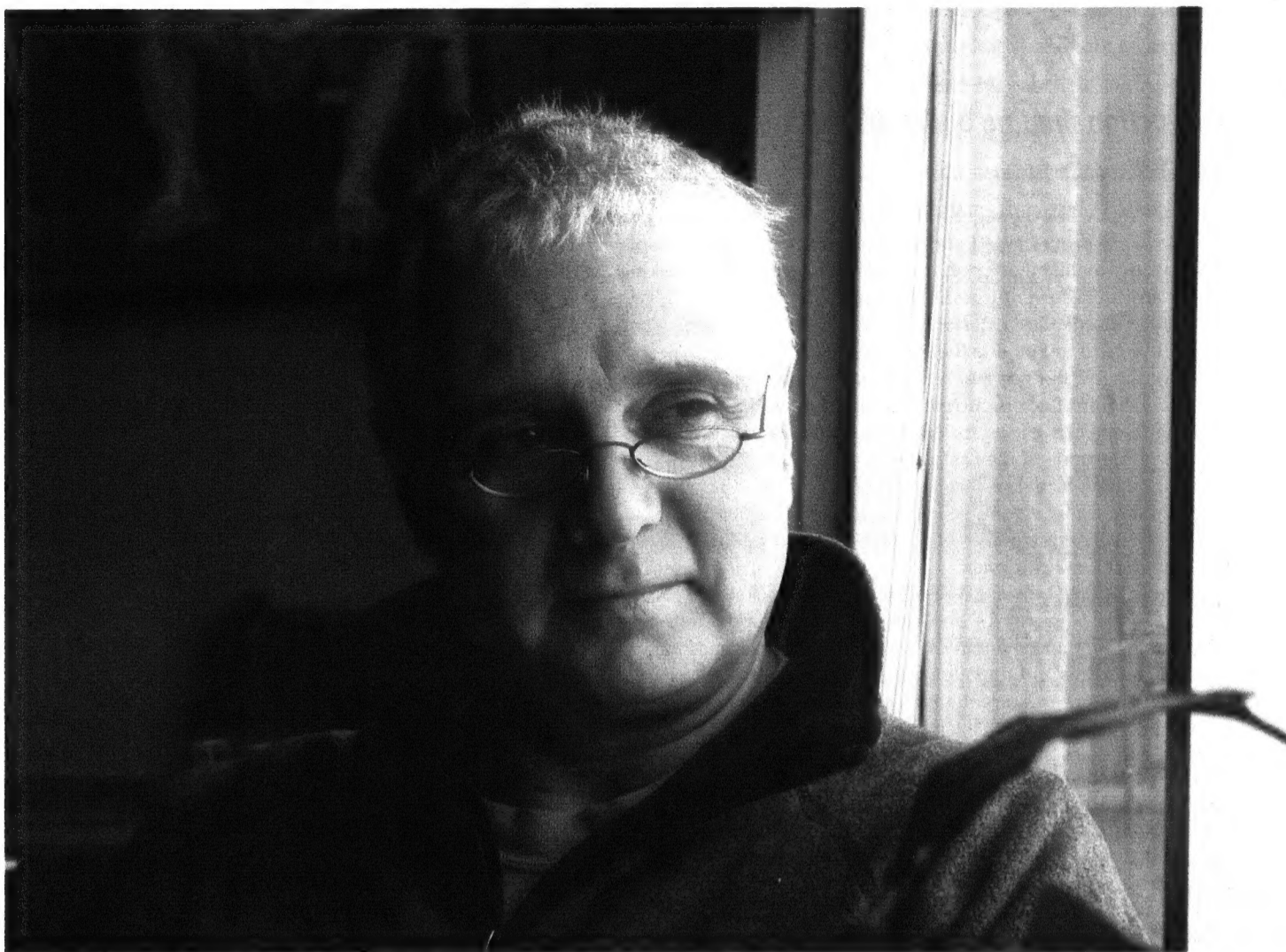
The Edmonton native and U of A alumnus is a fixture on the city’s theatre scene. He’s been teaching theatre at Grant MacEwan College for 20 years and has done between 50 and 60 shows at the Edmonton Fringe Festival since its inception. He’s perhaps best known for his huge hit play *Life After Hockey*, which enjoyed national attention, a touring production and was even made into a film. He also produces the annual *Christmas Carol Project* at Theatre Network.

But there’s something about announcing names at convocation that gets under his skin like nothing else in his professional life.

Brown first got the job on the recommendation of Don Spence, the video producer for the convocation event, with whom he’d shot a few industrial films. “My first response was, How on Earth am I going to pronounce this huge palette of culturally different names?”

Brown thought he’d spend hours studying, but he and his former wife Michel evolved a method for getting through it together. They would take turns either receiving the slip of paper with the name on it and verifying its pronunciation with the graduand, or reading names out to the audience.

“It takes a lot of concentration, believe it or not, because you read a name every 2½



Kenneth Brown lends convocation ceremonies an air of dignity, and humour, when called for.

to three seconds, and many of them are challenging, so it’s nice to be able to trade off.”

At Brown’s first convocation, an honorary degree was being awarded to hockey great Wayne Gretzky, an icon Brown had long admired and also worked with on *Life After Hockey*. So it was a special occasion on a number of levels.

Aside from getting the names right, however, Brown also lives for those moments when he can “lighten the proceedings” and introduce a little humour. “I really like it when the friends and family in the audience go bonkers with cheers and hollers, because that allows me to make a quip.”

And yet Brown visibly wells up as he turns to the emotional weight of convocation. “There’s just so much emotion invest-

ed with graduation. I’ve been brought to tears several times when a parent comes across the stage carrying a gown and a hat. Then you’re given this slip of paper with the name saying, ‘Awarded posthumously.’

“I can’t tell you what that does to you...I tear up just thinking about it. I’ve had to stop and catch my breath.”

He also fondly remembers the powerful standing ovation six years ago for Mary Glenfield, a beloved member of the city’s theatre community who graduated with an MA in drama at the age of 80. “We were all just crying, it was so beautiful, and the whole audience celebrated that.”

So at your next convocation, or one of many after that, you can now say you know the man of a thousand names: “They’ll have to shoot me to make me

“I’ve been brought to tears several times when a parent comes across the stage carrying a gown and a hat. Then you’re given this slip of paper with the name saying, ‘Awarded posthumously.’”

—Kenneth Brown

stop doing this,” Brown said, without a moment’s hesitation. “I love this gig – it’s one of my favourite things to do.” ■

## Convocation quotables

► Continued from page 6

### Wayne Gretzky

(Legendary hockey great. Received honorary doctor of laws in 2000)

“Without question, it was an honour to play here, and an even bigger thrill to say I’m a doctor from the University of Alberta... the real reason why you’re here is your parents supported you, or your grandparents... don’t forget what got you here – family.”

### Lou Hyndman

(Former University of Alberta chancellor and provincial minister of education, received honorary doctor of laws degree in 2000)

“Continuous learning must be your watchword. The university taught you how to learn, how to educate yourself – perhaps its greatest gift.”

### Don Tapscott

(Web leader, dubbed an international

cyber-guru by Al Gore, received honorary doctor of laws degree in 2001)

“The class of 2001 is the first of a new generation – the Baby Boom Echo – whose experience of youth has been so very different. Because of that I have great hope they’ll be able to solve some of the problems that my generation has found inscrutable. They have a great responsibility and a great opportunity to change the world for the better.”

### Martha Cook Piper

(Former U of A dean of rehabilitation medicine, 11th president and vice-chancellor of the University of British Columbia, accepted honorary doctor of laws degree in 2006)

“Those of us who live in free and progressive societies have to set an example. We must retain our optimism. We cannot retreat from the world. We must use our

knowledge and understanding and be the best global citizens we can be.”

### Herb Belcourt

(Successful businessman, celebrated aboriginal leader and philanthropist, received honorary doctor of laws in 2001)

“A positive attitude is infectious. But it can go the other way, too. Negativity is the brother of fear, and so one shouldn’t be negative or afraid of failing.”

### George Elliott Clarke

(Award-winning poet, playwright, opera librettist, novelist and scholar, received honorary doctor of letters in 2005)

“Due to our collective ignorance of history, we forget that all the rights that we Canadians take for granted – privileges such as access to health care and rights such as the eight-hour workday and five-day work week – didn’t come about

naturally, but were fought for vigorously and occasionally paid for in blood by previous generations. If citizens do not jealously guard their rights and privileges, they may soon be limited by restrictions imposed for spurious reasons.”

### Sima Samar

(Internationally recognized advocate for human rights in Afghanistan, received honorary doctorate of laws in 2004)

“Someone must take the risks if there is to be progress in the world. I urge you to be among the ones who take the risks for what you believe in. This is the only way that change will take place in our society.”

To read the first convocation address in its entirety, or speeches from previous honorary degree recipients, check out: [www.ualberta.ca/ALUMNI/history/speeches/index.htm](http://www.ualberta.ca/ALUMNI/history/speeches/index.htm) ■

# Enterprise Square *update*

## Construction shaping building's exterior

By Folio Staff

Enterprise Square has the biggest floor plate of any building in the downtown core. Plans are being made to fill this enormous space with display cases, along with the atrium available for public events. Information for booking the display cases and atrium is currently being finalized.

The Enterprise Square exterior is beginning to take shape. It may still be hard to imagine the final product, but construction of the fourth floor and renovation of the exterior continues. The third floor is currently being fitted with a grey zinc siding that is being used to soften the juxtaposition of the hand-crafted stone of the first and second floors with the high-tech finish of the curtain wall on the fourth floor. The zinc has its own natural finish and is being placed in a fashion that echoes the hand-crafted quality of the stone, according to university architect Len Rodriguez.

Enterprise Square will also house a University Bookstore branch. Ideas and plans for the bookstore are being worked out, but look for an announcement in the coming weeks on where staff can expect to buy coffee, seasonal items and upscale lines of merchandise.

AICT will begin work on communication equipment closets June 11. The network link from Enterprise Square to the main campus will be remote until December.

Here are updates on Enterprise Square neighbours:

- A new downtown Sobeys', located on 104th Street, will be opening in November.
- A new 40-storey office building is currently being proposed for the site where the Paramount Cinema currently sits, across the street from Enterprise Square.
- The new Don Wheaton Family YMCA, located directly behind Enterprise Square, will have its grand opening in October. This new facility expects to have 3,500 visitors a day.
- Epcor recently announced a need for an additional 250,000 square feet of office space, and is currently looking at sites downtown. One possibility is a tower on top of Manulife II, located directly behind Enterprise Square, where classrooms for Faculty of Extension are leased. ■



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## UNTIL SEP 4 2007

**Graduate Student Support & Strategy Group (GS3G)** Offers grad students a comfortable and supportive environment to discuss concerns/challenges/experiences related to being a grad student, develop effective problem-solving and coping strategies related to these areas, share and hear about other student experiences. Individuals are required to meet briefly with the facilitator prior to attending. If you wish to RSVP online and choose to leave your phone number and/or e-mail address, we will contact you to schedule an appointment. To RSVP online with only your name, please contact Student Counselling Services to book an appointment. 2:30 - 4 p.m. 2-600 Students' Union Building <http://www.uofaweb.ualberta.ca/counselling/g3g.cfm>

## UNTIL JUN 9, 2007

**A Trace of Passage: Kyla Fischer** A Trace of Passage is the final visual presentation for the degree of Master of Fine Arts in Printmaking. The exhibition will be open to the public from May 16 to June 9 during regular gallery hours, Tuesday to Friday, 10am to 5pm, and Saturday, 2pm to 5pm. Room 1-1 Fine Arts Building Gallery <http://www.ualberta.ca/finearts>

## UNTIL JUN 9, 2007

**Reaching Out with Hope and Healing: The Art of Robert Pope, 1952 - 1992** Robert Pope was awarded Canada Council grants in 1989 and 1990 to support his illness and healing series, which was first exhibited to wide acclaim in 1991. Pope died two months after the first exhibition of Reaching Out with Hope & Healing. The opening reception for this exhibition will be held at the Fine Arts Building Gallery May 17, 6 - 10 p.m. Gallery hours: Tuesday to Friday, 10 a.m. - 5 p.m., and Saturday, 2 - 5 p.m. Room 1-1 Fine Arts Building Gallery

## MAY 25, 2007

**Cops for Cancer Fun Walk/Run** Walk/run to

raise money for Cops for Cancer. \$20 donation will register you in the walk/run, including barbeque and participant T-shirt. No additional pledges necessary. All proceeds go to the Canadian Cancer Society, tax receipts available. Contact Nichol Bullock for more information at [bullock@cps.ualberta.ca](mailto:bullock@cps.ualberta.ca). 12 noon - 1 p.m. Quad <http://www.ccs.ualberta.ca/cops4cancer.asp>

## MAY 27, 2007

**Alumni Memorial Service** The annual Alumni Memorial Service is held each year to remember and honour those University of Alberta alumni who have passed away during the year. The service will take place from 2-3 p.m., followed by a short reception. 2 p.m. - 3 p.m. Arts and Convocation Hall

## MAY 28, 2007

**Cell Biology Recruit Candidate** Paul G. LaPointe, Ph.D. Postdoctoral Fellow Department of Cell Biology The Scripps Research Institute Title: Molecular Mechanisms and Chaperone Regulation of Protein Traffic from the ER 9:30 - 10:30 a.m. 628 MSB Medical Sciences <http://www.ualberta.ca/cell-biology>

**Recruitment Seminar** W. Ted Allison, PhD., Department of Molecular, Cellular & Developmental Biology, University of Michigan, will present a seminar entitled "Genetics, Development & Regeneration of Cone Photoreceptors". Dr. Allison is a candidate for a position in Neurobiology in the Department of Biological Sciences. 3 p.m. - 4 p.m. 1-017 Engineering Teaching and Learning Complex [http://www.biology.ualberta.ca/news\\_events/events/index.php?Show\\_Description=Yes&month=5&year=2007&day=28&Series=&Show\\_All=](http://www.biology.ualberta.ca/news_events/events/index.php?Show_Description=Yes&month=5&year=2007&day=28&Series=&Show_All=)

## MAY 29, 2007

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| Medical Info:   |                  |   |  |
| Unless indicated no, participant information may be displayed for event purposes: No <input type="checkbox"/> |                  |   |  |

| Event | Event code  | early bird | reg. rate | late rate | sub total |
|-------|-------------|------------|-----------|-----------|-----------|
| 5K    | Run #11125  | \$19       | \$25      | \$30      | \$        |
|       | Walk #11125 | \$19       | \$25      | \$30      | \$        |
| 10K   | Run #11126  | \$24       | \$30      | \$35      | \$        |
|       | Walk #11126 | \$24       | \$30      | \$35      | \$        |

| Event | Event code  | early bird/late rate | # additional X \$10 | sub total |
|-------|-------------|----------------------|---------------------|-----------|
| 5K    | Run #11127  | \$45/\$55/\$65       | + ( ) X \$10 =      | \$        |
|       | Walk #11127 | \$45/\$55/\$65       | + ( ) X \$10 =      | \$        |
| 10K   | Run #11128  | \$55/\$65/\$75       | + ( ) X \$10 =      | \$        |
|       | Walk #11128 | \$55/\$65/\$75       | + ( ) X \$10 =      | \$        |

| Team name or employer: | Team Event | Event code | team of 10 | # additional X team rate | sub total |
|------------------------|------------|------------|------------|--------------------------|-----------|
| 5K                     | Run        | #11129     | \$190      | + ( ) X \$19 =           | \$        |
|                        | Walk       | #11129     | \$190      | + ( ) X \$19 =           | \$        |
| 10K                    | Run        | #11130     | \$240      | + ( ) X \$24 =           | \$        |
|                        | Walk       | #11130     | \$240      | + ( ) X \$24 =           | \$        |

| Shirt Size: Please Choose                                 | S | M | L | XL | XXL | sub total |
|---|---|---|---|----|-----|-----------|
| Cotton T  | # | # | # | #  | #   | INCLUDED  |
| Youth Shirt Size: Please Choose                           | # | # | # | #  | #   | INCLUDED  |
| Upgrade to a Tech Shirt (adult sizes only)<br>\$15 EACH X | # | # | # | #  | #   | \$        |
| <b>TOTAL ENCLOSED:</b>                                    |   |   |   |    |     | \$        |

\* Early Bird Deadline April 30, 2007

No refunds or transfer

Children, Youth, and Families. This workshop about community-based research (CBR) will: Introduce participants to CBR; Describe reasons for when and why CBR can help to inform practice, policy-making, and research; Share expertise/experiences with CBR in a participant roundtable; Outline content for future workshops about the nitty-gritty of doing CBR; Provide networking opportunities to form CBR partnerships in the study of children, youth, and families. Lunch and refreshments provided. Registration: \$30. Register by May 24, 2007 using the form at: [http://www.cup.ualberta.ca/component/option,com\\_docman/task,cat\\_view/gid,23/Itemid,133/](http://www.cup.ualberta.ca/component/option,com_docman/task,cat_view/gid,23/Itemid,133/)

**Mapping Early Childhood Development - Dr. Susan Lynch** This is the first session in a new case-study lunch series about community-based research (CBR) sponsored by the Community-University Partnership for the Study of Children, Youth, and Families. In this session, you will have the opportunity to learn more about a CBR project and network with others who are interested in CBR. Lunch provided. Register by May 24, 2007 using the form at: [http://www.cup.ualberta.ca/component/option,com\\_docman/task,cat\\_view/gid,23/Itemid,133/](http://www.cup.ualberta.ca/component/option,com_docman/task,cat_view/gid,23/Itemid,133/)

**Lunch & Learn: An Adventure for the Soul** Join us as adventure traveler and writer Jim Barr sets foot into Nepal for his first time and discovers his expedition to Everest Base Camp is not only a physical journey, but also an adventure for his soul. These sessions are free for all UofA staff. Register online at [www.learningshop.ualberta.ca](http://www.learningshop.ualberta.ca) 12:05 - 12:55 p.m. Heritage Lounge, Athabasca Hall Athabasca Hall <http://www.learningshop.ualberta.ca>

#### MAY 30 - JUN 2, 2007

**Canadian Association for University Continuing Education (CAUCE) Conference: Portraits of Tomorrow** Ideas about the nature of tomorrow, and how and who will learn and lead, inspire CAUCE 2007. Discuss how we in university continuing education helps shape individual and collective dreams into the reality. CAUCE seeks to enlarge the scope and quality of educational opportunities for adults at the university level by enhancing the stature and expertise of those institutions and individuals devoted to providing those opportunities. <http://www.cauce2007.ca>

#### MAY 30, 2007

**Distinguished Visitor Series: Cardiology Divisional Rounds** Clyde W. Yancy, M.D. Topic: Addressing the Conundrum of Acute Decompensated Heart Failure" Dr. Yancy is Medical Director of the Baylor Heart & Vascular Institute in Dallas, Texas. 8 a.m. 2F1.04 WMC (Classroom D) University Hospital (Walter C Mackenzie Health Sciences Centre)

#### MAY 31, 2007

**Pediatric Grand Rounds** Dr. Catherine Morgan, clinical investigator resident, nephrology, will present a seminar entitled "Childhood Origins of Adult Cardiovascular Morbidity and Mortality: Chronic Kidney Disease as a Player in the (Not-So-Fun) Game." 8:00 a.m. 2F1.04 (Classroom D) University Hospital (Walter C Mackenzie Health Sciences Centre) <http://www.pediatrics.ualberta.ca/roundsnews/roundsnews.htm>

#### JUN 5 - 8, 2007

**10th Canadian Workshop on Information Theory** Takes place at the Lister Conference Centre. This workshop provides researchers in the areas of information theory and communications an opportunity to meet and discuss aspects of their work. The workshop will feature keynote addresses from four distinguished researchers: Drs. Toby Berger, Robert Calderbank, Vahid Tarokh, and Jack Wolf. Visit the website for complete details and registration. Lister Centre <http://www.ece.ualberta.ca/~cwit2007>

#### JUN 5-11, 2007

**PIMS Industrial Problem Solving Workshop** The Pacific Institute for the Mathematical Sciences (PIMS) announces its 11th Annual Industrial Problem Solving Workshop (IPSW), "Connecting Industry to Solutions." The IPSW provides an exciting and challenging opportunity for graduate students and faculty to tackle real-world problems using mathematical and statistical tools. Problems may originate from any industrial, commercial, government, or NGO sector, and can address topics in technological, environmental, medical, developmental, or other applications. We are currently inviting (1) industrial problem submissions and (2) graduate student applications. Please see the website for more information. Central Academic Building <http://www.pims.math.ca/ipsw>

#### JUN 5, 2007

**Spring Convocation** Spring Convocation Ceremonies for the Faculty of Graduate Studies and

Research (masters degrees only) 3:00 p.m. <http://www.registrar.ualberta.ca>

#### JUN 6, 2007

**Spring Convocation** Spring Convocation Ceremonies for the Faculties of Graduate Studies and Research (Doctor of Philosophy, Doctor of Education, Doctor of Music degrees only); Education (Elementary Education degrees only)

10 a.m. <http://www.registrar.ualberta.ca>

**Spring Convocation** Spring Convocation ceremony for the Faculties of Education (Secondary Education and Adult degree programs and Faculty of Education diplomas only); Physical Education and Recreation 3 p.m. <http://www.registrar.ualberta.ca>

**Speakers Series: GLEN MURRAY, "Cultural Capital-Building the Future."** Glen Murray is a politician, urban advocate, educator and consultant. During his time as Winnipeg's most colourful and controversial mayor, he demonstrated the political acumen needed to advance liberal and social agendas in a conservative political environment. Free event, but pre register at [Chrystal@edmontonculturalcapital.com](mailto:Chrystal@edmontonculturalcapital.com) or call: 497-2336 8 p.m. <http://www.edmontonculturalcapital.com>

**Spring Convocation** Spring Convocation ceremony for the Faculty of Engineering 10 a.m. <http://www.registrar.ualberta.ca>

**Spring Convocation** Spring Convocation ceremony for the Faculties of Nursing and Rehabilitation Medicine 3 p.m. <http://www.registrar.ualberta.ca>

#### JUN 8, 2007

**Spring Convocation** Spring Convocation ceremony for the Faculties of Medicine and Dentistry; Law; Agriculture, Forestry, and Home Economics 10:00 a.m. <http://www.registrar.ualberta.ca>

**Spring Convocation** Convocation ceremony for the Faculty of Extension 3 p.m. <http://www.registrar.ualberta.ca>

#### JUN 11, 2007

**Intramolecular Heck Reaction in Natural Products Total Synthesis** The Heck Reaction uses palladium complexes to form new carbon-carbon bonds, and is a powerful tool in the construction of complex natural compounds from simple precursor molecules. Dr. Larry Overman, distinguished professor of chemistry at the University of California, Irvine, will describe recent results from his studies in this area. 11 a.m. - 12 p.m. E1-60 Chemistry Centre, Gunning/Lemieux [http://www.chem.ualberta.ca/news\\_seminars/seminars/sandin.html](http://www.chem.ualberta.ca/news_seminars/seminars/sandin.html)

**Spring Convocation** Spring Convocation ceremony for the Faculties of Science (honors and specialization degrees only); Pharmacy and Pharmaceutical Sciences 3 p.m. <http://www.registrar.ualberta.ca>

#### JUN 12, 2007

**Spring Convocation** Spring Convocation ceremony for the Faculty of Arts (general degree program only) 10 a.m. <http://www.registrar.ualberta.ca>

**Recent Studies in Asymmetric Synthesis** Establishing the correct stereochemical configuration in a molecule (asymmetric synthesis) is an important challenge in the chemical synthesis of biomedically important compounds. Dr. Larry Overman, distinguished professor of chemistry at the University of California, Irvine, will describe recent results from his studies in this area. 11 a.m. - 12 p.m. E1-60 Chemistry Centre, Gunning/Lemieux [http://www.chem.ualberta.ca/news\\_seminars/seminars/sandin.html](http://www.chem.ualberta.ca/news_seminars/seminars/sandin.html)

**Spring Convocation** Spring Convocation ceremony for the Faculties of Arts (all other degree programs except general degrees); Science (general degree program only) 3 p.m. <http://www.registrar.ualberta.ca>

#### JUN 13-15, 2007

**Access & Privacy Conference 2007** The Access and Privacy Conference is the foremost access and privacy conference in Canada. Plenary and keynote speakers address topics including public and private sector information rights, health informatics, and related legislation. Speakers include national and international leaders in the field and provide a wealth of knowledge and generate many opportunities for discussion on legislation related to access to information and protection of privacy. The conference prerogative is to provide a medium for industry experts to express, share, and exchange ideas and information. <http://www3.extension.ualberta.ca/accessandprivacy>

#### JUN 13-16, 2007

**The Society for Teaching and Learning in Higher Education Annual Conference** The theme of the conference is "Evolving Scholarship". Further information about the conference and key note speaker can be seen on the conference website: [www.ualberta.ca/UTS/STLHE](http://www.ualberta.ca/UTS/STLHE) 9 a.m. - 12 p.m. Central Academic Building <http://www.ualberta.ca/UTS/STLHE>

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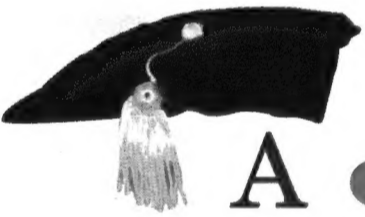
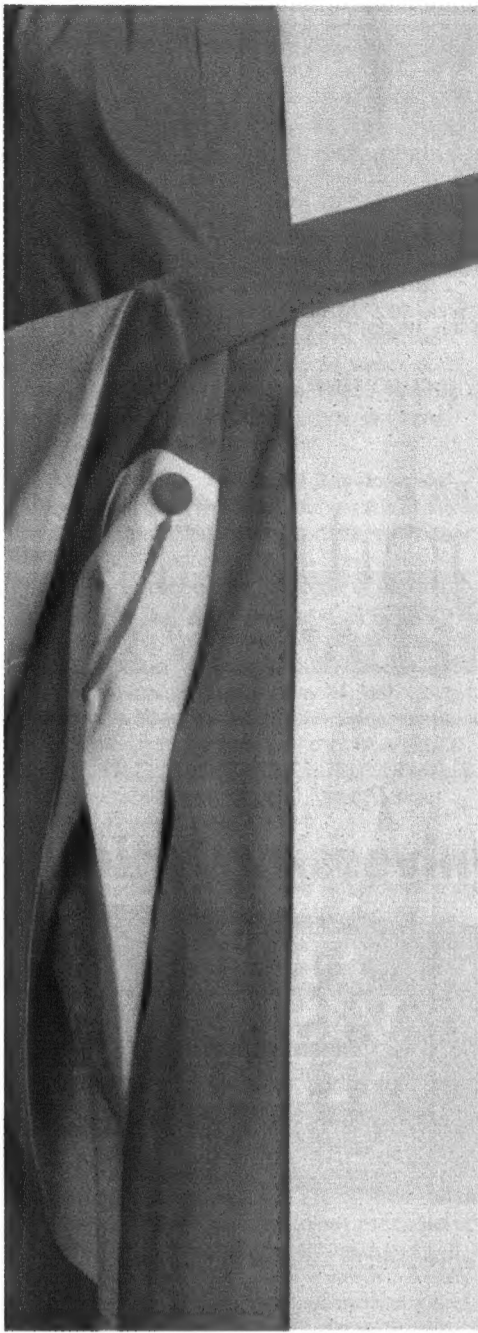
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# A celebration *in* colour

*Convocation's rituals are imbued with colour*

By Caitlin Crawshaw

The University of Alberta is known for being green and gold – a suggestion made in 1908 by Marion Kirby Alexander, who was inspired by the fall colours of Edmonton's river valley.

The green represents the spruce forests of the prairie and symbolizes hope and optimism, and the gold represents the golden harvest fields and light of knowledge.

But at convocation – a pivotal event steeped in tradition and ceremony – a full spectrum of hues is on display in the gowns of graduands, university leaders and honorary degree recipients.

Undergraduate and master's degree gowns are the customary Cambridge shape, with black material falling below the knee and full sleeves cut to the elbow. The tradition of wearing a gown harkens back to the

early days of the oldest universities. But it isn't known whether gowns were initially inspired by ecclesiastical or civilian dress.

Undergraduate and master's hoods are a spruce tree green and lined in the colour of their department or faculty – a colour palette as varied as the disciplines themselves.

The robes of doctoral students are made from black material and the velvet trim on the sleeves is 'philosophy blue' for the PhD and DMus, and 'education light blue' for the EdD. Doctors' hoods are made of black material to match the gown, and have a full lining of gold satin and six-inch green satin chevron.

Recipients of honorary doctors of laws, letters or science don a scarlet robe faced with white silk, and hoods made of scarlet silk with a full lining of white silk, as well

as caps in black velvet, decorated with gold tassels.

The ceremonial procession to the stage – including the chancellor, chair of the Board of Governors, the president and vice-chancellor and others – don their full regalia as well.

The president wears a green gown faced with gold braid trim and lining, and a black cap with gold tassel. The chancellor and chancellors emeriti wear teal blue gowns with silver trim and black caps with silver tassels. Senior officials bear an embroidered crest of the university.

University governors and senators wear stoles bearing the university's crest – gold for governors and green for senators. Lastly, the registrar wears a green gown with sleeves trimmed in gold. ■

folio **back**  
*page*